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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2009-2010**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**Kinder | | **Unit:  *MATHS n+1*** | | | | | **Driving Supporting XDiscipline-Specific** | | | | |
| **Modality**  **X Visual**  Kinaesthetic  Auditive | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  **X Process-focused**  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars**X**Checklist  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:** Understands and explains n+1 | | | | | | **Skills:** | | | | | |
| **Materials:** Multilink cubes, Maths notebook | | | | | | **Grouping**  Individual  Pairs  Small group  **X Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  **X Parallel**  Stations |
| **Date:** Sept. 21-25/09 | | | **Time:**  45 minutes (2 sessions) | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Teacherwill show the multilink cubes to the group and will ask them to make towers each of one quantity from one to ten and to put them in order. Teacher will model the first 3 towers and will ask the children to work independently. | | | | | | | | | | | |
| **Main Activity:** Once they’ve found all the quantities from one to ten they must draw them in their notebooks where one square is going to represent one cube. While they are drawing, ask each child at a time: “Why did you organize them like this? How many more does this (2) have than this other (1)? Or How many more does this (1) need to be like this (2)?” *Child should answer 1 more…* Continue asking the difference between each pair of towers to 10.    Take one tower that is 2 or 3 more than another and place them In sequence and ask the child: “can this go here? Why?”  Tell the child that you will to take away some towers and that he must organize them again and find out where the ones missing go in the sequence. Take 2 or 3 towers and let the child find out. When he does it, ask him how he found out. *The child should say that because it has 2 or 3 more and it must have only one more.*  Repeat the questions with each child | | | | | | | | | | | |
| **Tier 1:**      Work separately from 1 to 5 and then from 6 to 10. | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:**      Children able to figure that 2 is one more than one and 3 is one more than two… etc. Can be told they could write these n+1 equations: 1+1=2; 2+1=3; 3+1=4; etc. and ask them to place them above the tower where they belong. | | | | | | | | | | | |
| **Closing:** Each child must draw in their notebook each quantity from one to 10 and write the matching number | | | | | | | | | | | |